

Colleges win budget protection from 18 funding rate cut

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Colleges facing a funding rate cut for their full-time 18-year-old learners will be protected from the controversial move inflicting more than 2 per cent damage to budgets.

Skills minister Matthew Hancock has written to providers telling them the Department for Education (DfE) would cap losses resulting from the 17.5 per cent cut, due to come into force next academic year.

He said the one-year protection measure would affect more than 450 colleges and schools.

Mr Hancock said: “We will cap any losses resulting from this change to the funding for 18-year-olds at 2 per cent of the institution’s programme funding from the Education Funding Agency.”

He added: “This protection for 2014/15 will give schools and colleges more time to adapt to the change, including for those students who are already on courses and give greater certainty over future funding.”

Croydon College principal Frances Wadsworth, who was expecting to lose around £511,000 from her £26m annual budget, told *FE Week*: “Even though it’s only protection for a year, it comes as a huge relief.”

Association of Colleges chief executive Martin Doel said: “While the mitigation is welcome, and a vindication of our representations on behalf of colleges, it remains the case that 16 to 18-year-olds are funded at a level that is 22 per cent less than 11 to 16-year-olds.

“Despite the mitigation this situation has been made worse by the cuts. In the context of raising the participation age to 18, the time has come to review funding from 11 to 18 to ensure that all young people are given the chance to realise their potential.”

The prospect of a mitigation measure had been raised in an Education Select Committee hearing in December, when Education Secretary Michael Gove told MPS he was willing to “have a look” at pushing the cut, due to be introduced next academic year, back until September 2015.

His comments were followed by publication of an official impact assessment that showed general FE colleges would be among the worst-hit of all institutions — with an average reduction in funding of 3 per cent. For land-based colleges it was 2.5 per cent, for commercial and charitable providers it was 1.5 per cent, and for sixth form colleges it was 1.2 per cent. But for school sixth forms it was just 0.4 per cent. However, the report did not say how much the funding rate cut was expected to save.

Lynne Sedgmore, 157 Group executive director, said: “We had hoped for more discussion on this issue as it has such far-reaching consequences.

“While recognising that a 2 per cent cap will alleviate the full extent of the damage in the short term, it does not address the fundamental issue of how hard FE colleges are being hit financially.”

Sixth Form Colleges’ Association deputy chief executive James Kewin said: “Clearly some mitigation is better than none, but we still do not believe the cut to funding for 18 year olds should have been made in the first place. A 2 per cent cap, as part of what appears to be a one-year deal, will offer little more than a crumb of comfort to the institutions affected.

“As the government seems determined to make a further cut to the 16 to 19 budget in the autumn — in what would be the fourth cut in four years — the benefits of this mitigation could potentially be wiped out later in the year anyway.”

See editor’s comment Page 6



Principal Pryce in the balance

Daredevil principal Ian Pryce (pictured) is no stranger to danger — but he looked a bit unsteady while balanced, apparently, on a pipe over a deep ravine that had opened up in his sports hall.

The principal of Bedford College, who is a caving enthusiast, tweeted a photo of himself perched on a three dimensional floor painting

showing blockages caused by rubbish washed down drains.

Anglian Water brought it to a college event celebrating Climate Change Week.

Mr Pryce joked: “I suppose I should have worn my hard hat for the photo. I do a lot of caving, so I’m used to dangerous crossings, but not usually in such formal attire.”

Recognise this two-college principal?

Profile interview Page 7



Edition 96

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Top minimum wage tweets:



@mhammond62

Apprenticeship minimum wage should be much closer to the real minimum wage #notgoodenough



@SuelaStafaa

cannot wait to finish my apprenticeship and earn a normal wage



@StockdaleJ

Even with 5p increase, apprentice minimum wage still too low



@Gemma_Finnegan

Min wage rate for an apprentice is £2.68 per hour (>£100 per wk) - unless you live at home with parents how can you afford to learn skills?



@venusyprime

Being an apprentice is much healthier financially than claiming unemployment benefits was, but still massively under national minimum wage

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Quality mark ‘still on the agenda’

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The government has reaffirmed its commitment to Chartered Status amid growing concern that it might have been scrapped as key implementation dates pass without any news.

The Department for Business, Innovation and Skills (BIS) held a competition a year ago challenging students to design a logo for the planned new quality mark for high achieving providers.

The results of the competition featured in *FE Week* and BIS announced in May that Tory peer Lord Lingfield would be putting together a panel to dish out the award.

The group was supposed to have been officially launched in November last year ahead of Chartered Status being introduced early this year. But the panel has still not been announced.

However, a BIS spokesperson told *FE Week*: “Lord Lingfield is hoping to launch a Chartered Status quality scheme shortly. The application and assessment process is still being developed.”

Under the scheme, providers will to put themselves forward for the award, which assesses leadership and management, and feedback from learners.

A logo by Lisa Cassidy, a graphic design student from The Manchester College, was picked by Skills Minister Matthew Hancock to represent Chartered Status.

But concern has since been growing that delays could be indication the scheme has been dropped by BIS.

Toni Pearce, NUS president, said: “We are concerned about this delay because the sector is crying out for something that would

enhance the profile, trust and reputation of colleges and training providers.

“Many of the details of what a Chartered Status would actually involve have always been very unclear and now it looks increasingly likely that it has been taken off the agenda altogether.”

A spokesperson for the Association of Employment and Learning Providers said the government was right to take its time with the implementation of Chartered Status.

He said: “We can afford to wait if it means getting the proposals right.”

John Hyde, executive chairman of HIT Training, said he supported the introduction of Chartered Status, adding: “Hopefully the delay in introducing it is because BIS is seeking to align the responsibilities of all the relevant bodies to improve the sector with joint quality criteria.”

Lynne Sedgmore, chief executive of the 157 Group, said: “We have always felt that Chartered Status could be a helpful way of distinguishing bona fide colleges. We believe the delay is a result of the government taking time to properly think through the criteria and process to be applied, and hope that will result in a well thought through application of the policy.”

The Association of Colleges declined to comment.

FE Week news in brief

Literacy before MPs

A committee of MPs will hold its second hearing into adult literacy and numeracy.

The Business, Innovation and Skills select committee will meet from 9.30am at Westminster on Tuesday (March 18).

The committee will interview at least a dozen people including Karen Adriaanse, Ofsted national adviser for careers guidance and employability, and Keith Smith, executive director at the Skills Funding Agency. Lesley Giles, deputy director of the UK Commission for Employment and Skills, is also expected to give evidence.

College in Saudi win

Lincoln College has won a £250m five-year contract to set up two all-male colleges and one all-female college in Saudi Arabia.

Graded as outstanding by Ofsted in 2011, it beat 50 colleges from across the globe to be part of the Kingdom’s Colleges of Excellence programme, involving the setting up of 26 autonomous colleges.

Lincoln College International managing director Simon Plummer said UK staff and students would benefit with contract surpluses used to “improve facilities at campuses in Lincoln, Newark and Gainsborough”.

Wye leaving Cache

Former Learning and Skills Improvement Service (LSIS) chief executive Rob Wye is to quit the Council for Awards in Care, Health and Education (Cache) after less than 10 months in post.

Mr Wye, who had been LSIS chief for more than two years, is due to leave Cache on April 17.

He said did not reveal future plans, but said he wanted to be “closer to the ‘sharp end’ of helping to improve the delivery of teaching and learning”.

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Wait for quals cut list set to continue

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Awarding bodies are facing another month’s wait to find out if their qualifications have been saved from a public funding cut after Skills Minister Matthew Hancock stepped in to ensure “niche high value qualifications are not dismissed”.

Awarding bodies were invited to make cases for their qualifications to be struck from a list of qualifications that, from August, would no longer be paid for by the taxpayer.

The revised catalogue was due to be published on February 28.

But it is understood that Mr Hancock has taken a personal interest in the process of deciding on exemptions, leading to a delay.

A spokesperson for both the Skills Funding Agency (SFA) and the Department for Business, Innovation and Skills (BIS) said: “We want to be certain that there is a robust working process in place before we

share the outcomes with the sector.

“This is running within acceptable timeframes and we will communicate the progress of the exception submissions directly with the awarding organisations concerned shortly.

“We are currently running an independent exceptions process for awarding organisations to submit qualifications for funding for 2014/15 and BIS is keen to have an oversight of the process to ensure that niche high value qualifications are not dismissed.”

The minister’s hands-on approach has meant the release date for the revised catalogue has been put back to April 2.

It has led to frustration within the sector.

A spokesperson for NCFE (formerly the Northern Council for Further Education) said: “We had heard that the updated 2014/15 catalogue might not be out until April 2 and were frustrated by wrong of this delay.

“Ultimately we have a commitment to our customers and their learners and with this in mind, we are eager to keep them informed about which qualifications have been approved for funding for the 2014/15 session.

“However, there have now been signs that the SFA is getting information out ahead of the revised timescale and we welcome this news.

“It helps us to know this information in a timely manner so that we can in turn, help our customers plan ahead and gain access to fundable qualifications which promote achievement, success and progression.”

A spokesperson for City & Guilds said: “We did not submit any exceptions on February 6.

“Nevertheless we are aware of the delays and while it is not an ideal situation, we understand this is part of the broader reviews going on around funding for vocational qualifications.

“In the meantime, City & Guilds will continue to work with all relevant parties involved.”

It comes after the SFA published documents containing its funding rules, formula and rates, which did not show any major changes since last year.

Stewart Segal (pictured), from the Association of Employment and Learning Providers said: “Funding rates have not increased for some years and providers who are faced with on-going cost inflation have had to deliver more for less.

“With the budget reductions for the next two years, this is a particularly challenging environment.

“Providers need the maximum flexibility in terms of the way budgets are managed so that they can continue to respond to employer and learner needs. As budgets have reduced we have also seen more and more restrictions on budgets and programmes. This will inevitably affect all providers and restrict the engagement of some learners and employers.”

Help plan support for the development of English and maths skills

The Education & Training Foundation is seeking your views on how they can help you develop your learners' skills.

How to take part?

E-surveys - for practitioners/managers and strategic leaders

Webinar - discussing workforce development/CPD for those developing English and maths on Wednesday 19 March (1.30-2.30pm)

Pan regional events - exploring how the impact of professional development on outcomes for learners can be captured

Birmingham 18 March; London 19 March; York 20 March

Focus groups - five focus groups around the country To follow the consultation on Twitter use #ETF_emcon

To book a place at an event email: Jo Byrne, joanne.byrne@slcollege.ac.uk, project administrator, emCETT

To complete one of the surveys visit: tiny.cc/ETF_emcon

The Education & Training Foundation

Nevertheless, the Confederation of British Industry’s chief policy director, Katja Hall, welcomed the rise. She said: “The government’s decision to accept the Low Pay Commission’s recommendation is a sensible one and will not put jobs at risk.”

John Allan, national chair, Federation of Small Businesses, said: “The government’s decision not to go beyond the Low Pay Commission’s recommendation is welcome.

“To help the smallest firms plan ahead, we would like the Low Pay Commission to take a longer term approach when making recommendations on future minimum wage increases.”

The adult National Minimum Wage is to rise 19p (3 per cent) to £6.50 an-hour; 10p (2 per cent) for 18 to 20-year-olds to £5.13; and, 7p (2 per cent) for 16 and 17-year-olds to £3.79.

The Association of Colleges declined to comment.

Apprentice wage rise gets mixed welcome

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The National Minimum Wage for apprentices is set to rise by 5p an-hour to £2.73, the Department for Business, Innovation and Skills (BIS) has announced.

The 2 per cent rise will come into force on October 1.

The move, which was recommended by the Low Pay Commission (LPC) after the government asked how it could increase wages without making employment and apprenticeships unaffordable for employers, has been welcomed by business groups.

However, the National Union of Students (NUS) has said the rise was not enough to persuade more young people to take on an apprenticeship.

Joe Vinson, NUS vice-president for FE, said: “The new minimum wage for apprentices is still shockingly low.

“Our own research has shown that the current apprenticeship minimum wage could be a major deterrent for those who would otherwise consider apprenticeships — a 5p rise isn’t going to do anything to get more study leavers to take one up.

“If the government is serious about apprenticeships, it should recognise that

forcing young people to choose between this paltry wage and the prospect of full-time employment at the minimum wage is bound to put people off.”

Lynne Sedgmore, executive director of the 157 Group said : “This is a welcome rise and an acknowledgement of the very important role that apprenticeships play in the future development of a skilled workforce.”

The Association for Employment and Learning Providers (AELP) welcomed the move, announced on Wednesday (March 12).

An AELP spokesperson said: “This seems to be about the right level of increase and should remind everyone employers are already making a significant contribution to the overall cost of an apprenticeship.

“We believe the wage level on its own does not constitute a barrier to entry for employers, but it has to be considered within the overall cost equation.”

The LPC’s report, published last month, also recommended an apprentice pay survey should be carried out this summer.

An apprentice pay survey was carried out in 2012, but not last year, and a BIS spokesperson confirmed it would conduct a survey this year, but she could not give a specific timetable or say if there would be any further surveys.


Job swaps, awards and 20,000 new places mark seventh National Apprenticeship Week

More than 11,000 events took place across the country as part of National Apprenticeship Week.

Topping the bill was the National Apprenticeship Service announcement that by the end of the week (March 3 to 7) 20,000 new apprenticeships had been pledged by employers.

Award ceremonies also took place and college principals took part in job-swaps with apprentices.

The week was mentioned more than 57,000 times on Twitter and received



Apprenticeships

National Apprenticeship Week
3–7 March 2014

support from high profile tweeters including Prime Minister David Cameron and Mayor of London Boris Johnson.

Coverage from *FE Week* reporter Paul Offord starts below with photos from apprentice visits to 10 Downing Street to meet Mr Cameron, Chancellor George Osborne and Skills Minister Matthew Hancock.



Chancellor George Osborne meets apprentices at Downing Street. Inset: David Cameron with apprentices

Manchester College rose to its own challenge of finding local apprenticeship places for 50 learners in just five days.

Rhys Owen, aged 18, was first, starting as a level two apprentice chef in England footballer Rio Ferdinand’s Italian restaurant, Rosso.

Jack Webster, 19, was appointment number 50, on day five, beginning a level three digital media apprenticeship with Greater Manchester Fire and Rescue Service, where he will train as an IT assistant.

Trudy Burrows, the college’s head of apprenticeship development, said: “The week was a real success for both the young people looking for work and local employers who want to develop a skilled workforce.”



Above: Apprentice chef Rhys Owen with footballer Rio Ferdinand outside the Manchester United star’s Rosso restaurant.
Left: Greater Manchester Fire and Rescue Service digital media apprentice Jack Webster



Inadequate appeal rejected by Ofsted

More evidence of government’s GCSE favouritism

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A large London college has had its appeal against an Ofsted inadequate grading thrown out.

LeSoCo, formed through a merger of Lewisham and Southwark colleges in 2012, was warned by inspectors in January about English and maths provision.

However, issuing an appeal, principal Maxine Room argued the criticism had overshadowed the rest of the college’s provision and contributed unfairly to the grade four result. But her appeal was rejected by the education watchdog.

It declined to comment, but a college spokesperson said: “We are disappointed that our appeal was not upheld.

“However, we know that we need to deliver a range of improvements and have been working with pace to deliver on the Post Inspection Quality Action Plan.”

It comes as a re-inspection report by Ofsted this month warned success rates in functional English and maths were still “too low”.

However, it acknowledged the college was working to correct issues.

The college spokesperson said: “We will continue to make improvements to our teaching and learning to ensure that our learners’ success is guaranteed.”

Further evidence has emerged that the government already favours GCSEs, with Skills Minister Matthew Hancock having described Functional Skills as “stepping stone” qualifications.

Functional Skills are set to be dropped as the accompanying qualification for apprenticeships in favour of tougher new maths and English GCSEs from 2017 — but they are still supposed to remain equivalent to GCSEs until then.

However, a parliamentary written response from Mr Hancock referred to Functional Skills as “stepping stones” to GCSEs.

He said: “Students [aged 16 or over] whose initial assessment shows they are not ready to re-take GCSEs may take one of the interim qualifications as a stepping stone to GCSE, which can include Functional Skills and free-standing mathematics qualifications recognised by the funding condition.”

Sue Southwood (pictured), programme manager for the National Institute of Adult Continuing Education, said: “While GCSE



is seen as the level two ‘gold standard’ by the government, Functional Skills may be a more appropriate level two qualification for many adults to achieve.

“For instance, while GCSE English requires an appreciation of literature and poetry, some adults will want a syllabus that helps them to, for instance, write emails or read reports.

“It’s terribly important these qualifications retain their value so adults who put so much effort in to achieving them are not faced with still not being good enough.”

Mr Hancock’s comments came just weeks after the DfE said it would not accept

Functional Skills as equal to GCSEs for early years’ educator training courses.

The DfE claimed its rejection of Functional Skills would “raise the overall quality of literacy and numeracy skills of those entering the workforce”.

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: “We have to retain Functional Skills. The DfE’s latest GCSE entry requirements for early years’ educators are a major concern in terms of acting as an unnecessary barrier to young people entering the profession. It could be the thin edge of the wedge and we have already raised our concerns with government.

“Employers consistently tell us that they like Functional Skills because it develops skills that can be applied in the workplace.”

But Joy Mercer, director of policy for the Association of Colleges, said: “We remain concerned that GCSE is seen as a standard for competence in English and maths when Functional Skills does the same.

“Colleges are clear what their obligations are within study programmes. Students should be aiming for a GCSE but must be able to achieve a qualification that meets their needs and their future job ambitions.”

National Apprenticeship Week



The college’s Learning Unlimited scheme which has more than 2,000 apprentices working with almost 1,000 different employers.

David Russell, ETF chief executive, said: “It is incredibly important for us to hear directly from providers about their particular challenges and successes.”

From left: Trevor Clay, principal of Chesterfield College, Paul Mullins, Education and Training Foundation (ETF) chair, Dame Asha Khemka OBE, West Nottinghamshire College principal and ETF board member, David Russell, ETF chief executive, and Christine Jeffery, strategy and policy adviser at General Physics Ltd and ETF board member



From left: Level two business and administration apprentices Louis Wilson, aged 18, Georgia Ogden, 17, Ellen Breheny, 19, Mairead Dermody, 18, Luke Lacey, 18, Lewis Taylor, 17 and Dexter Mann, 18



Ofsted FE and skills boss Matthew Coffey (pictured above right) travelled north to visit the education watchdog’s apprentices in Manchester.

It is now a year since Ofsted recruited its first seven apprentices for a scheme it is running with independent learning provider Damar Training.

They all work in the call centre for Ofsted’s applications, regulatory and contacts team, in Manchester, which deals with enquiries from providers, schools, universities and members of the public.

Mr Coffey said: “I was determined for Ofsted to benefit from the apprenticeship programme and equally determined to recruit young people. A year on, all are still working extremely hard at our busy contact centre.”



1.Principal Jatinder Sharma carrying a suitcase outside Fairlawns Hotel with apprentice Abbie Carter
2: Abbie and Mr Sharma chairing a college managers’ meeting
3: Abbie showing Mr Sharma how the hotel’s reservation system works

Walsall College principal Jatinder Sharma carried suitcases for hotel guests as part of a job swap.

He took on many of level three hospitality apprentice Abbie Carter’s roles at Fairlawns Hotel and Spa, in nearby Aldridge, greeting guests, taking reservations, dealing with telephone enquiries and even carrying suitcases and bags.

Meanwhile, 20-year-old Abbie fielded calls back in Mr Sharma’s office helped him chair a three-hour meeting of senior college managers.

She said: “It was quite daunting at first helping to chair the meeting. Luckily everybody was very friendly and put me at ease.”

Mr Sharma said: “It was really enjoyable but challenging interacting with hotel guests and although I gave it a good go, Abbie clearly has the natural talent for it.”

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Editor’s comment

Keep it simple

It’s a lovely idea to tell someone that their work is more than simply passable. But if you’re just looking at whether a person can or can’t do something then it might all get a little complicated.

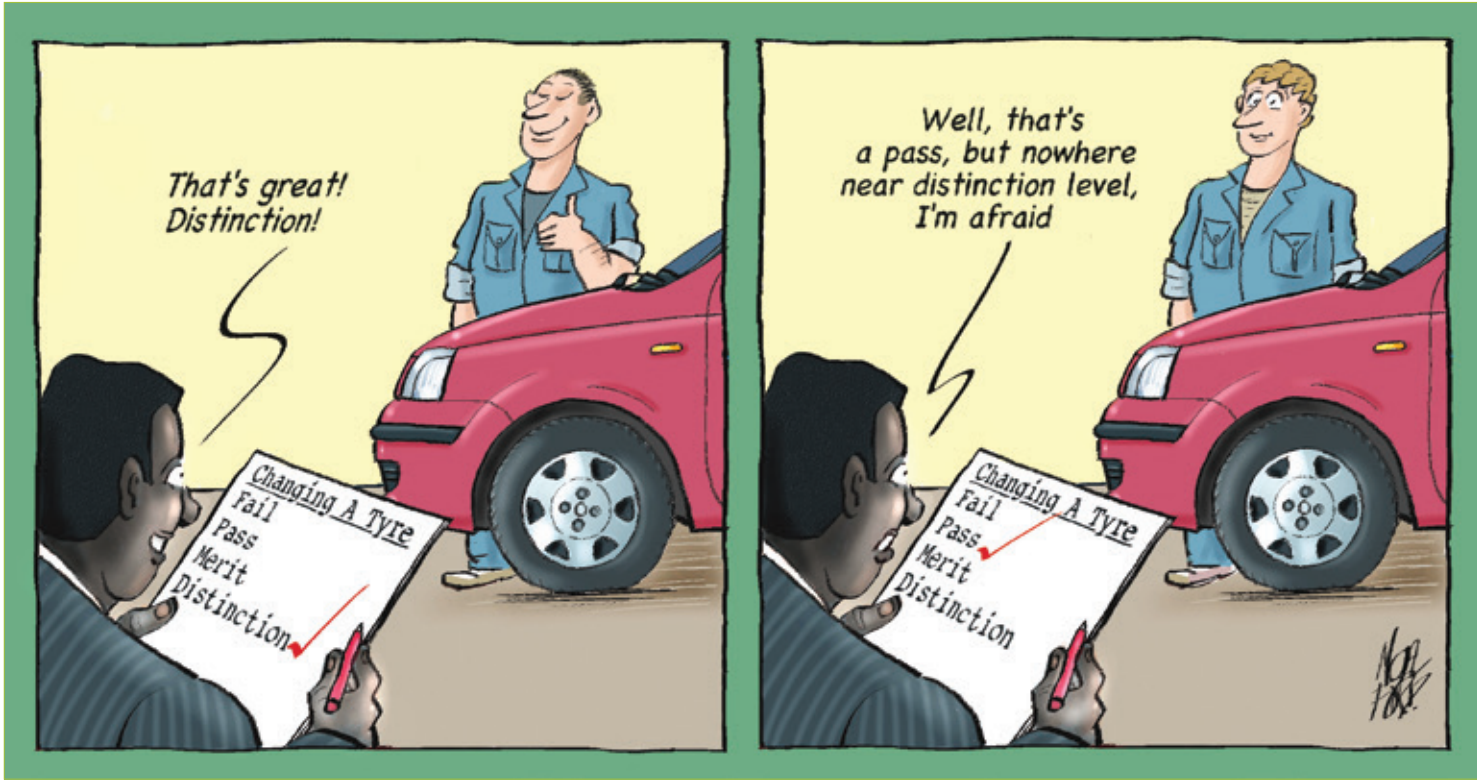
Judging whether someone had achieved pass, merit or distinction would have to go needlessly down to the minutiae of the job. Our tyre-changing learners (pictured right) paint the picture neatly.

For how long did the learner carry the pneumatic drill at 90 degrees? How polished were the wheel nuts? Won’t the result be the same? Thankfully, Skills Minister Matthew Hancock has hit the brakes on the idea having listened to his Trailblazers. Timely proof that employer-led might actually mean just that.

Cut fight continues

It may just be for one year, but mitigation for the controversial 18-year-old funding cut is welcome nonetheless. That’s not to say the fight against this unfair cut should be over, though.

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Simple pass or fail gets Skills Minister’s green light

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Proposals for apprentices to be successfully graded will pass, merit or distinction for their skills have been rejected, *FE Week* can reveal. Trailblazer employer groups who have been helping develop new apprenticeship frameworks had been instructed to incorporate the three-grade system for marking successful outcomes. But Skills Minister Matthew Hancock has agreed to reject the idea for skills elements of programmes in the automotive and aerospace sectors after warnings that “you’re either capable of doing a thing or not”. “We agreed this position for these particular standards as the employers felt that a significant amount of the skills elements could not be graded,” Mr Hancock told *FE Week*. He added that other trailblazers were free to approach him to talk about their own standards. “We have been open about this with the other trailblazers so that they are able to discuss any questions or issues they want to raise on grading for their apprenticeship standards,” said Mr Hancock. Richard Hamer, education director

and head of early career programmes at BAE Systems Plc, which is an aerospace Trailblazer, said: “We will have grades for the knowledge part of the course and the academic part of the course, but the skills element just can’t be graded in the same way. “We took the view that this is binary — either you can put the wing on the plane or you can’t, you’re either capable of doing a thing or not — so those parts of it are not graded. “We had a conversation with the minister and we explained to him that it’s just not workable, and he accepted the logic behind that.” The idea of grading, rather than a simple pass or fail, was promoted by BAE group managing director Nigel Whitehead in his Review of Adult Vocational Qualifications in England last year. It was also put forward as a possibility in former Dragons’ Den investor Doug Richard’s 2012 Review of Apprenticeships. Mr Richard said that “excellence should be celebrated — grading will help to enable this”, while Mr Whitehead’s review said grading would “increase the qualifications’ value to employers and individuals”. The guidance document for the first group of Trailblazers, formed in October, said: “All new apprenticeships will be graded,

with apprentices who successfully complete awarded a pass, merit or distinction.” However, the guidance document published for the second round of Trailblazers this month did not include the instruction on grading. Instead, it said: “As a minimum, grading will be applied to the end point assessment, and a pass will demonstrate full competency.” However, the three-grade system looks to be remaining for both knowledge and behaviour elements of apprenticeships. Mr Hancock said: “Grading is important to raise aspiration and mark high quality performance in an apprenticeship. “We want an employer-driven apprenticeship programme and therefore where employers have raised questions or issues through the trailblazer process we have worked closely with them to look into these and find the best way forward. “We have been responsive to employers and the aerospace and automotive trailblazers discussed in detail how we would implement grading in each trailblazer. “We have agreed that for these occupations the grades of pass, merit, distinction, will be based on the apprentice’s mastery of the knowledge and behaviour elements within these specific apprenticeship standards.”

FE Week profile

Peter Mayhew-Smith ~ his story

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The principal of Kingston College and Carshalton College talks to *FE Week*. “The trouble with me is, I reckon I’m probably one of your most boring interviewees,” Peter Mayhew-Smith tells me with an apologetic grin. “I have travelled almost zero miles in my career.” He means this literally — he was born in Teddington, just two miles away from Kingston College, across the Thames, and 10 miles from his other base at Carshalton College. But of course, this is not the whole story. When Mayhew-Smith was 10, his parents, journalists Richard and Christine Mayhew-Smith, announced the family would be moving to Iran. Three years later they fled the oncoming revolution, which saw the Shah deposed and brought in the strict Islamic regime. “I remember my dad telling me in the back of the car one day that we were all off to Iran, and did I want to stay and go to boarding school in the UK or did I want to head off into the Middle East?” says 48-year-old Mayhew-Smith. “And I really didn’t know what to expect. I thought it was desert and camels and who knows what, but actually Tehran is a really thriving, cosmopolitan city.” The experience clearly had a huge impact on him.

“I kind of fell in love with it, it just had so much going on — really vibrant, fascinating place, amazing people” he says. “You know how your memories just go in black and white? That period of my life is still in vivid Technicolor. “I can really see it. I can even still smell the streets and the markets and the food being cooked by the side of the road — and to be honest, the drains also had a particular character to them.” The family had moved to Iran when Mayhew-Smith’s father got a news chief post on Iran’s English-speaking television channel. Some days, he tells me, he would come home from school to find his father reading the news on television because no-one else was available. “It unravelled a little bit in 1978 and we fled that summer, leaving my dad behind to cover the revolution for the BBC,” he says. “We would check in on the news at teatime with mum to see if he was still alive, or what was going on, because we couldn’t get a phone line into him — and when we did, he would say, ‘I’m just going to hide under the table for a little while because it’s a bit noisy outside,’ and you could hear shots in the background.” The 13-year-old Mayhew-Smith seemed to take it all in his stride. “To be honest, there was so much reassurance, we were always made to think that it was going to turn out alright in the end

— and it did,” he says. “He was still there for about four months or so, and he left Iran about the same time as the Shah did, in January 1979.” The family moved around frequently back in England and by the time Mayhew-Smith was a teenager, he says, he’d never attended one school for more than two years at a time. The family settled back in Teddington in the early 1980s, but moving around so much left Mayhew-Smith with “naturally itchy feet”. “My parents were real ‘frontiers’ people — always ready to have a go, always wanting to go and try something different and experiment with something, and maybe that’s rubbed off,” he explains. “They would buy a ruined house and we would spend our summer holidays doing it up, so I think I knew how to chisel out a window aperture before I had learned to walk properly,” he says. “I was always ready to move on, and I suppose I have always just been used to adapting to things.” After graduating from Cambridge in 1986, Mayhew-Smith says his interest in social justice and “helping people do their best” drew him into voluntary work with people with disabilities, and those learning literacy, before he got a teaching job at Richmond College. He then moved on to South Thames College where he met wife Ayshea, with whom he now has two daughters — Freya, aged 11, and Siena, eight.

“ Our eyes met over a couple of fighting students ”

“We were working together teaching communication skills and English to a group of construction students, and she and I would break fights up and deal with the toughest kids in the college,” he says. “I think our eyes met over a couple of fighting students.” He moved on to Lewisham College,



Inset: Peter Mayhew-Smith (right), aged 12, in Iran with younger brothers Alex (blue flowery t-shirt), Nick (grey striped t-shirt) and family friends

which has now merged with Southwark College to form LeSoCo, and was awarded an “inadequate” grading at its last Ofsted inspection. “I think that it’s a really hard inspection judgement,” he says, but adds that he thinks this low for the college is “a temporary thing”. “I’ve read the report and there is clearly some fantastic practice still there, and a lot to build on... and I can’t imagine there is any shortage of drive to get this behind them,” he says. It seems Mayhew-Smith has found the

perfect job for someone with itchy feet — principal of not one, but two colleges. He took over as principal of Kingston College, four years ago because, he says, he is “a deeply curious person” rather than out of ambition. “I just felt I would like to have a go at something I have seen other people do really well — I was fascinated by the work that’s involved in that,” he says. “I didn’t wake up at the age of six and think, ‘I’ve got to be a college principal,’ it’s came to me and I came to it in 2010.”

In 2012 he also became principal of Carshalton College, a move he says he thinks has benefitted both colleges, although he acknowledges they are very different. “Kingston College’s finances have dipped up and down, but we seem to be getting them onto a more even keel, whereas Carshalton is a really slick operation,” he says. “It’s really well-run, but it doesn’t have that sense of empowerment around the staff team, and when you bring those two together, if you can synthesise the best of those two cultures, you have got two absolutely first-rate colleges. “And that’s exciting, and I am really proud to have stuck my neck out and had a go at that, and I think I am even more proud of the fact that it seems to have worked and we are making progress, both colleges are moving forward.”

Comments

Apprentices tell of careers guidance problems in ministerial debate

I think as a training provider with over 20 years experience of delivering apprenticeship these young people set a very clear picture. Apprenticeship promotion needs to start in schools and the ability for companies like ourselves to actually be able to get into schools has decline especially over the last 5 years. Julie Ritson

Reforms signal ‘death’ of teen apprenticeships

What is the point of going through another consultation period? Do the Government think that eventually the results

may tie in with their plans? We work with employers on a daily basis and have good contact with providers and they all point away from the PAYE proposal. Listen to the people doing the job, and stop spending money on more consultations! Rant over. Chris

The release of the technical consultation document raises more questions than answers. It is unclear in relation to the amount an employer would be expected to contribute, leaving this fundamental issue until another date/another consultation via trailblazers ect. The idea of levels or bands for the cap is again yet to be decided. This is leaving the timescales for implementation a bit

short, especially for training providers to get organised in making such a transition from SFA contract to individual employer contracts. My worry is by the time this is organised by the government, new ICT systems up and running (let’s face it, track record isn’t good here) many existing quality training providers will cease to exist. Too much reform too quickly. Gail Dalton-Ayres I think that the government are trying to force all 16-18 yr olds to stay in school by steadily removing their other options. Our college is in dire financial straits because of the 18 yr old funding slash. If they carry on there will be no alternative to sixth forms left. Katie

FE Week experts

Group to take on sex bias and a ‘shocking waste of talent’

Further education has a key role to play in promoting diversity, says Toni Fazaeli, who calls for an independent commission to report on current sector practices.

Nearly 12 years after the publication of Challenging racism: further education leading the way, and six years after Niace published From compliance to culture change: Disabled staff working in lifelong learning, the Institute for Learning (IfL) is calling for an independent commission to look at improving diversity in FE and skills, focusing on the distorted patterns that remain apparent for sex, gender, ethnicity and disability. The time

“Analysis of the Institute for Learning’s large data sets for teachers and trainers over a three-year period shows that the profession is predominantly female”

has come for a fresh appraisal of diversity in the sector, drawing on the excellent work done in the first decade of the century by the Commission for Black Staff in Further Education and the Commission for Disabled Staff in Lifelong Learning.

Like the previous commissions, it would be an independent body, comprising commissioners from a broad spectrum of relevant organisations.

Its role would be to investigate and report on current practices, commission research to gather evidence, and make practical recommendations for policymakers, colleges and providers, professional bodies, unions and careers advisers, with the aim of influencing culture and practice, and promoting career opportunities for all.

Teachers and trainers are role models. We know that there is still a strong sex bias in people’s work choices.

According to recent research by City & Guilds, young women are being discouraged from becoming apprentices, because the apprenticeship programme is seen as male-orientated.

The 17 per cent of women encouraged to take up apprenticeships (compared to a third of men in the survey) were also more likely to be steered away from careers like IT and engineering.

At a time when skills gaps are constraining so many industries and we continue to suffer high levels of youth unemployment, this seems to be a shocking waste of potential talent.

Across the sector, the uptake of apprenticeships by women and by men broadly mirrors the patterns of female and male teachers across vocational areas and subjects.



Analysis of IfL’s large data sets for teachers and trainers over a three-year period shows that the profession is predominantly female, with nearly twice as many women (62 per cent) as men, and that female teachers are more heavily concentrated in certain parts of the sector: adult and community learning, the voluntary sector and, to a lesser extent, sixth-form colleges.

In terms of vocational areas and subjects, women predominate in languages, health studies, administration, animal care, family learning, literacy, hairdressing, early years and child minding, and beauty therapy.

The armed forces are the only part of the sector where male teachers and trainers are the majority, and they are concentrated in prisons and work-based learning too.

Areas where male teachers prevail are bricklaying, carpentry and joinery, motor vehicle studies, electrical installation, mechanical engineering, plumbing and gas, and engineering.

Our analysis also indicated that subjects with very high levels of male or female involvement seemed to be less ethnically diverse.

On International Women’s Day, neuroscientist Gina Rippon of Aston University, said the notion that men and women have different brain structures is merely a myth pedalled by the “drip, drip, drip” of stereotyping, and that gender differences are environmental, not innate.

Children are influenced by stereotypical attitudes and unconscious bias, from an early age, which in many cases prevents them from being the people they really are. It is surely not right that we continue to reinforce these attitudes in FE.

Teachers and trainers are crucial role models for their learners, including apprentices, and greater diversity in the profession will help encourage young people to consider subjects or vocational areas typically perceived as being ‘male’ or ‘female’.

Stereotypes must not hold back ambition. Teaching or being an apprentice in engineering, construction or IT should be perceived as perfectly comfortable choices for everyone, as should careers in social care and hairdressing, or teaching these.

Toni Fazaeli, chief executive, Institute for Learning

A plea to listen to the voice of small businesses on apprenticeships

For many small firms, the thought of taking on more than one or two apprentices at once is overwhelming. But that’s no reason to ignore their views on reforms to the programme, warns John Allan.

A year ago we published our Apprenticeships manifesto outlining what the Federation of Small Businesses (FSB) wanted to see from reform of the system to make more small firms involved.

We have been part of recent discussions to change the apprenticeship system and see the value that having a truly business-led system could provide to both business and the apprentice.

There is no denying that small firms see the value of apprenticeships and a survey of our members showed more than a quarter (28 per cent) have at some point employed an apprentice.

Encouragingly, this year around 20,000 new apprenticeship places were announced — by both large and small firms. While bigger firms will create thousands of places, small firms usually only take on one or two at a time.

“Reforms must not alienate small firms from the system”

There are 4.9 m small firms in the UK compared to around 7,000 large businesses, those with more than 250 members of staff.

Our research shows 11 per cent of our members want to take on an apprentice in the next 12 months — this equates to 539,000 of all small businesses.

And if each of those took on just one, it would vastly increase apprenticeship numbers. Proof why the small business voice must be heard and their needs taken into account.

National Apprenticeship Week showcased all that is good about the apprenticeship system. How it can put a young person on the path to a prosperous career.

But reforms must not alienate small firms from the system. One issue our Small Business Index has noted is the increased numbers of members who say finding appropriately skilled staff could limit their ability to meet growth aspirations. Taking on an apprentice could help.

Our apprenticeship manifesto said the new system should be designed with input from business.

And businesses should be able to directly access the funding. So far so good. But we need to work hard on the current



consultation to ensure we get the details right.

Small firms don’t have pots of cash to pay for training up front, nor to wait until the apprentice has completed it to claim payment back from the government. Sometimes apprenticeships end and often the reasons for this are not the fault of the employer.

Some larger businesses with vast reserves and profits will also see apprenticeships not work out and when it happens, it has much less of a financial impact.

A small business will already be out of pocket in these circumstances, having invested in an employee the benefit of which they will never see. We do not want to see this situation further hampered by a payment by results system.

Now the reforms are under consultation we need to see government be innovative with how they reach out to small firms.

For example, using business organisations like the FSB and social media channel to get greater engagement will be a good start. Furthermore, putting the design of apprenticeships back into the hand of employers should empower them. What we would like to see is all draft apprenticeship standards undergo a full online public consultation with enough time for small businesses to contribute.

The past 30 years have seen much change to the system. If government is going to design something that doesn’t need another 30 years of change, it needs to make sure it has the right input. Otherwise it risks apprenticeships being just for big business but with a potential half a million that could be created by small firms it just doesn’t make sense.

John Allan, national chairman, Federation of Small Businesses

Visit feweek.co.uk to read an expert piece on apprenticeship reforms by Pimlico Plumbers managing director Charlie Mullins

FE Week experts

Does anyone care about 16 and 17-year-olds?

Nearly eight month since the government raised the participation age, Mark Corney evaluates a policy that will next year mean young people up to the age of 18 — increased from 17 — must remain in education or be in training.

No one seems to care about 16 and 17-year-olds. Perhaps the reason is that no one cares about the raising of the participation age (RPA).

Since May 2010, tuition funding for 3 to 15-year-olds has been protected for inflation, but not for 16 and 17-year-olds.

True, the Coalition has equalised funding rates between school sixth forms and FE colleges, but this has been achieved through levelling down rather than up.

In addition, financial support for 16 and 17-year-olds in full-time FE and unwaged training has been savaged as Education Maintenance Allowances have been replaced by more restrictive Bursary Grants.

And parents of 16 and 17-year-olds in full-time FE and unwaged training have faced the scaling back of means-tested child tax credit and below inflation increases in means-tested child benefit.

The only crumb of comfort is the extension of free meals to poor full-time students and unwaged trainees in FE colleges and independent providers in line with 16 and 17-year-olds at school sixth forms.

Last September the RPA was raised to the end of the academic year in which a young person reaches 17. It will be increased to the 18th birthday from September 2015.

The RPA should have made 16 and 17-year-olds a priority group for funding. Instead, it is being used as a rationale to support cuts in provision from 18.

“The RPA should have made 16 and 17-year-olds a priority group for funding. Instead, it is being used as a rationale to support cuts in provision from 18”

At a time when the deficit remains £100bn a-year, nearly double the total Department for Education spending, there is a case for reducing the funding rate for 18-year-olds in full-time FE to 82.5 per cent and mandatory employer cash contributions for



apprenticeships.

But with progress to full participation at 16 and 17 so painfully slow, the Coalition must do more than ‘watch and wait’.

The categories which count under the RPA are full-time education, jobs with apprenticeships, and jobs of 20 or more hours per week with part-time education.

At the end of 2012, total participation in the above categories by 16-year-olds was only 87 per cent. This means an extra 13 per cent of 16-year-olds — around 85,000 young people — need to enter RPA-compliant education and training.

More worryingly, overall participation in 2012 was only 80.6 per cent. This means a massive 20 per cent of 17-year-olds — some 130,000 young people — need to enter RPA-compliant education and training from September 2015.

Expanding apprenticeships for 16 and 17-year-olds is clearly part of the solution. But it is difficult to imagine employers offering more places for this age group if they are confronted with mandatory cash contributions, however limited they might be.

Any fall in the 55,000 or so apprenticeship places for 16 and 17-year-olds implies even more young people outside RPA-compliant education and training.

Unless employers rush to offer jobs with part-time accredited training, presumably 16 and 17-year-olds will be expected to join sixth month ‘traineeships’.

A 16-year-old, for example, who has completed a traineeship will face a real dilemma if jobs with apprenticeships fall further and there is no expansion of jobs with part-time education.

Maybe the answer lies in a year-long highly vocational skills training programme for un-waged 16 and 17-year-olds with progression to job with an apprenticeship at 18 when apprenticeship opportunities become increasingly available.

Mark Corney, independent policy consultant

Visit feweek.co.uk to read an expert piece on the RPA by Association of Teachers and Lecturers assistant general secretary for policy Nansi Ellis

Making progress towards an FE UCas system

The Deputy Prime Minister has called for a “UCas-style” admissions system for FE, but Gina Bradbury says that one already exists.

A ‘UCas-style’ system for young people making post-GCSE choices is already here — and UCas itself is powering the service.

When Nick Clegg stressed the need for such a service last month, it was a welcome recognition of the challenges around raising the participation age and helping young people make crucial decisions about their future education and career choices.

That’s why, 18 months ago, I was proud to oversee the launch of UCas Progress — a search-and-apply website for courses like BTecs, A-levels, apprenticeships and foundation programmes.

Much like the UCas undergraduate scheme, students fill in their details via an online profile which enables them to prepare and submit applications at any time.

The system can be accessed in the classroom, with teachers alongside to advise, or at home with parents offering a helping hand.

It’s designed with young people in mind and can be viewed on mobile devices like smartphones and tablets too.

The application phase of UCas Progress went live in October 2012, receiving more than 7,000 applications in the first eight weeks and today around half of local authorities in

England are part of the scheme in some form.

The system handled 88,000 applications in the last academic year and has already surpassed that figure so far in 2014. These numbers make it the largest provider of course search and applications services for secondary education in the country.

“Going national is the most exciting step of the project so far, and is another reason why the Deputy Prime Minister’s comments were so timely”

The statistics prove that launching this dedicated post-16 application system was the right thing to do, and this September UCas Progress will become a truly national service when the ability to list courses and make applications will be open to all students, schools and colleges.

This means that wherever they live, young



people can use UCas Progress research study options locally or further away, whether that’s a BTec in plumbing or an A-level in maths.

Going national is the most exciting step of the project so far, and is another reason why the Deputy Prime Minister’s comments were so timely.

UCas Progress is also helping councils fulfil a whole range of statutory obligations to

young people in their local authority area.

For example, it supports the delivery of Raising the Participation Age (RPA), which will extend to 18-year-olds next year and it is a powerful tool for early identification of young people at risk of becoming Neet (not in education, employment or training).

And we can help meet the requirements of the ‘September Guarantee’, ensuring that each young person will have an offer of a suitable place in education or training. It also provides essential tracking and student destination data as required by government.

UCas Progress can play a key role in helping schools, academies and FE colleges meet their obligations to provide impartial information and advice through our Inform service which will launch in spring.

This service will provide comprehensive, high quality information about post-16 options, videos and interactive content as well as signposting to other sources of information and advice.

At heart of all this work is that fact that UCas cares passionately about helping young people make the right choices.

We recognise that higher education isn’t right for everyone, but we believe everyone should have access to the right information and support to make informed decisions about their future.

Gina Bradbury is head of progress at the Universities and Colleges Admissions Service (UCAS)

Adult quals cull risks ‘throwing baby out with the bathwater’

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The government risks “throwing the baby out with the bathwater” with cuts to qualifications it sees as worthless, FE sector leaders have warned.

A host of speakers at a seminar on the future of adult vocational qualifications urged Skills Minister Matthew Hancock to think carefully about public funding cuts to apparently unpopular qualifications.

It comes after the minister was accused of belittling some qualifications in an announcement that 5,000 faced the public funding axe.

At the seminar, organised by the Westminster Employment Forum and held at the former Whitehall Palace building in central London, Lifetime Awarding managing director John McNamara said he accepted that “any awarding body worth its salt” would cull qualifications that weren’t selling.

But he said the government risked “throwing the baby out with the bathwater”, and warned against belittling qualifications.

Mr McNamara said: “There might be qualifications that appear to be low quality but they are a vehicle to get people with learning difficulties, people who are unemployed and divorced from the system back into work. We throw those out at our peril.”

His comments were echoed by Association of Employment and Learning Providers (AELP) chief executive Stewart Segal, who said: “Most of the qualifications I looked at I am sure come about through a very distinct requirement from a very small number of employers. We need to be very careful.”

Department for Business, Innovation and Skills deputy director for standards and qualifications Bobbie McClelland defended the qualifications reform as being in the “wider context of a more responsive system”, and spoke about a move towards increased use of “destination data”.

She said: “We are looking to bring in new outcome success measures so rather than just focusing on qualification success rates, we are working on matching data to look at destinations into jobs and inter learning and the earning change that happens to people throughout their lives.

“We will be publishing experimental data on this at provider level in July.”

The panels

also discussed the employer ownership of skills agenda, a key government policy which has so far seen £578m spent on two pilot projects with businesses across the UK.

The policy itself was widely welcomed by most, but doubt was cast over the effectiveness to date of the pilot schemes.

BAE Systems chief executive Nigel Whitehead, who is a commissioner for the UK Commission for Employment and Skills (UKCES) and authored a review of adult qualifications last year, said: “Today there is limited employer ownership of skills in its broader sense. We have an over-centralised and over-complex system today.

“Our view was that employer engagement through industrial partnerships was the way to go. Employers need to work together in partnership and step forward. If we are to prepare people for the world of work my personal belief is we have to give opportunities in the workplace. It has made me think about the way I open up my doors.”

Mara Bogdanovic, head of business engagement at awarding body OCR, said she was underwhelmed by the impact of the policy so far.

She said: “Employer ownership of skills is a good vision, a great vision, because employers know what they need from their workforce. But I have to ask: ‘Where is the pattern going? What is the plan for making employer ownership of skills a reality? How is everything going to fit together?’

“There is a lot going on at the moment for awarding bodies. It feels a bit like background noise. We were really excited about the original announcement and the possibilities that might bring. Up until now we don’t see that anything very earth-shattering has happened.

“I just think we would like to see what the plan is and whether we are up to the plan. I am not sure we are seeing all the momentum we should be seeing.”

And Ofqual’s regulation director, Fiona Pethick, had tough words for awarding organisations, which she said would be held to account by the watchdog over the qualifications they offer.

She said: “We are going to be expecting awarding organisations to address the shortcomings and remove qualifications where they cannot be sure of the quality. If we find problems, we will take action. That is my final message.”

Barking and Dagenham College’s head of business Janet Bywater (pictured) spoke about how colleges had a distinct role to play in delivering skills to meet the demand in the UK.

She said: “We recognise our job is to deliver the skills the UK economy needs. You cannot be based in an area like Barking and Dagenham and not realise that your job is to help people through. We get it. We understand we need to be working with employers.”



The panel, from left: Mara Bogdanovic, head of business engagement at awarding body OCR, Andrew Hodgson, Baroness Garden of Frognal, Professor Sa’ad Medhat is the founder of NEF and Barking and Dagenham College’s head of business, Janet Bywater



From left: Nigel Whitehead, BAE Systems chief executive, BIS deputy director for standards and qualifications Bobbie McClelland and Ofqual’s regulation director, Fiona Pethick



Delegates put their questions to the panel

FE Week expert

Seeing value in qualifications

Where qualifications are concerned, you should never assume, according to David Hughes.

It is all too easy to fall into traps based on the assumptions we all make on a whole range of issues.

Most of the time assumptions help, but the one trap I always remind myself to avoid is thinking that everyone has positive views about learning and qualifications.

Despite most of the people I work and mix with sharing both good experiences of and success in learning, it is important to remember that significant numbers of adults are not so positive.

For many adults their experience of learning at school or at work, or in both, has not been good and they might have few, if any, qualifications.

Those experiences make them suspicious about learning and perhaps frightened of ‘looking stupid’.

I remember talking to a successful learner who told me she started learning when she decided to ‘do something about my reading and writing’ by enrolling on a college course.

It took nine visits before she actually walked through the door; a truly brave move. Many others do not make it through the door and for anyone the motivation it takes to overcome bad experiences is enormous.

Motivation is important, but so too are opportunities.

That is why I was so concerned about this month’s media release from the Department for Business, Innovation and Skills [BIS] telling of public funding cuts for so called ‘low-value’ qualifications.

The fact is these types of courses could actually be useful on a number of levels.

For many adults, these so-called ‘low-value’ courses are a great way to step back into learning, to help build confidence and self-esteem and to try learning in a bite-size chunk. These courses are often the springboard to move onto further courses and qualifications.

Take the story of Amanda Scales, from Brighton [see page 13], who started on a belly-dancing course but who is now a teacher after taking an access course and attending university where she got a degree.

Nobody believed when she started the belly-dancing that it would motivate her to become an inspirational teacher, least of all herself.

But that is the beauty of learning

— becoming a learner, believing that you can learn, understanding and seeing things differently always have profound impacts on people at any age or stage of life.

My other concern is about how useful blanket rules about the size of qualifications are and whether good and useful qualifications will be axed.

Many employers appreciate the benefit of bite-sized courses when providing opportunities for their staff to progress at work. Smaller qualifications can often help employers meet a skills need swiftly and with powerful results.

“My other concern is about how useful blanket rules about the size of qualifications are and whether good and useful qualifications will be axed”

I understand that there are lots of pressures on public funding and that the government wants to help improve the recognitions and understanding as well as the value of vocational qualifications.

We all want the same outcome — it is just not as simple as size and it is unfortunate that the BIS media release was intent on rubbishing the qualifications.

We should not underestimate how highly many adults value qualifications.

Every year, while shortlisting through the hundreds of Adult Learners’ Week award nominations, we hear from people about how incredible it was to gain a first qualification and how this spurred them on to continue learning, to progress at work and in life and go on to achieve so much more.

Cutting off any ‘re-entry point’ could mean many thousands of people missing out in the future with the obvious knock-on impact for the well-being of the economy and society.

David Hughes is the chief executive of the National Institute of Adult Continuing Education



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FE Week campus round-up

Giant Easter egg created by master chocolatier



One of the UK's master chocolatiers showed students from Northampton College how to create an elaborately decorated easter egg.

Mark Tilling, who won the national chocolatier championships four years running from 2006, led a three-hour workshop with 20 level two and three catering students.

He showed them how to make a giant Easter egg which contained chocolate drawers that were full of sweets and edible floral decorations.

Learners were then encouraged to try out their own chocolate creations.

Mr Tilling said: "I really enjoyed going to Northampton College as I feel really passionate about teaching the chocolatiers of the future and passing on my knowledge and experience."



Students James McGuire and Ryan Rhagoo, both aged 17, at the launch event. Inset: Croydon College Principal Frances Wadsworth with Stewart Wingate, chief executive of Gatwick Airport

Business leaders help launch employment hub

Representatives from Gatwick Airport, John Lewis, Estée Lauder, Toyota and Google attended the official launch of Croydon College's new employability hub.

Students can visit the hub, which is situated in the main college campus building and cost £30,000 to set up, to search for vacancies, arrange work experience, get careers advice, and receive coaching for interviews.

Its official launch dinner was attended by students, college staff, and senior staff from several major employers, which agreed to support the hub by for example offering work experience and interview coaching workshops.

Level two hospitality and catering student James McGuire, aged 17, said: "All the employability support will ensure I am well on my way to becoming a qualified and skilled sous chef. I'm making the right contacts for my future."

Send your stories with pictures to campus@feweek.co.uk including names, ages and course of students where applicable

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PEARSON



From left: Seevic College students Daisy Baker and Holly Mead in the Southend YMCA car park. Inset: Daisy and Lucy at Seevic College

Fundraising students spend night in a cardboard box

Two Seevic College students were sponsored to sleep rough overnight in a cardboard box.

Holly Mead and Daisy Baker, both aged 18, joined dozens of other people who took part in a sponsored sleepover in Southend YMCA's car park to raise awareness of homelessness in the town. The level three media production students shared a cardboard box for shelter and crawled into sleeping bags to keep warm in near-freezing temperatures.

They were inspired to help after making a documentary about homelessness for their course at the Benfleet-based college.

The teenagers raised £390 in for Southend YMCA.

Holly said: "Sleeping rough for the evening was scary and mentally draining but luckily we had each other to get us through."

Golden girl shows life after college is all downhill



From left: Kelly Gallagher with Charlotte Evans in their Team GB outfits on the ski slope in Sochi. Inset right: Charlotte when she was a student at MidKent College. Inset left: Charlotte skiing in Sochi

Golden girl Charlotte Evans credited MidKent College with helping her triumph in the winter Olympics.

Charlotte, aged 22, was the guide for visually impaired skier Kelly Gallagher, 28, as they finished first in the super-G super-giant slalom event in Sochi, Russia.

The former sport and exercise sciences student has kept in close contact with her former tutors since graduating in 2009 and received £500 sponsorship from the college in the build-up to the games to help fund her training.

She has agreed to return to the college later this month to talk to students about her experiences in Sochi.

Charlotte said: "My time at MidKent College was the happiest of my life. The staff there helped me to compete at the highest level I could."

From belly dancing to Buckingham Palace — Amanda's amazing learning journey



From archaeology and belly dancing to a degree in contemporary history and lessons on the First World War, the adult education path of mum-of-four Amanda Scales was nothing if not varied, and it has culminated in her appointment as ambassador for adult learning at the National Institute of Adult Continuing Education, writes Paul Offord.

Shaking hands with Princess Anne, Amanda Scales could have been forgiven for taking a moment to reflect on her journey from belly dancing classes nine years ago to becoming adult learning ambassador for the National Institute of Adult Continuing Education (Niace).

She was given the role in recognition of her commitment to adult learning, including the completion of a degree and training to be a teacher, all while single-handedly raising a family-of-four.

And 49-year-old Amanda's royal exchange happened during her first high-profile ambassadorial appearance at a special event promoting adult education at Buckingham Palace.

She said: "Who would have thought my journey through adult education would lead to me visiting the palace and meeting the Princess?"

"She was keen to hear from people like myself about the barriers faced by people who want to go back into education, so she can use her influence to help.

"The more I have learned, the more I have realised how much a lack of education can be a disadvantage. I now feel like a warrior fighting for fairer access to education for everyone who desires it."

Amanda's initial education journey ended when she dropped out of studies for an archaeology diploma at the University of Sussex in 2005.

She said: "I couldn't afford childcare for my two youngest kids while I attended lessons and felt there was a lack of understanding of the pressures I was under. I was devastated when I had to give it up."

But she enrolled on a belly dancing course a few months later at Whitehawk Inn community learning centre, in Brighton.

She added: "I went on the course to allow myself time to be Amanda and not just a mum for a couple of hours a week."

An adviser suggested she enrolled on its year-long new career options for women course. She completed it in June 2007.

Amanda said: "They raised my aspirations and suggested I should do a degree."

The journey continued with a degree in contemporary history before Amanda focused on becoming a teacher, spending



FEATURED CAMPUS ROUND-UP

Amanda Scales clutching a history textbook (left), meeting Princess Anne (top), on her graduation day (above), and on the belly dancing course with her teacher Julie Campbell (right)


a year studying for a maths GCSE at Portslade Community College, then 12 months working as a teaching assistant at Varndean School, Brighton, where she sat an English GCSE with pupils.

She then returned to the University for a year-long teacher training course and is now working as a freelance teacher for East Sussex Records Office. She is also developing a history course on the First World War for people who have learning difficulties or have been out of education for many years.

She said: "Learning is hard work and there were times I thought I might quit, but I've achieved so much, and I'm very proud."

MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving



members

Martin Dunford OBE, AELP chair and Skills Training UK chief executive, said: "These new appointments ensure that AELP's members are well-served by a board which has deep and wide experience across the skills and employment services sector."

"Providers are facing major challenges as well as opportunities as the government introduces a series of reforms to improve the nation's skills and reduce unemployment."

"I have every confidence that the board will help maintain AELP as




the leading representative voice which will protect the interests of employers, learners and providers.

"It should not be forgotten that our board members include major employers in their own right whose opinion will carry significant weight."

"I would also like to pay tribute to Jo North [pictured right], of In Touch Care, who is leaving the board after 12 years' invaluable service. Jo's credibility nationally is well established as health, social care and childcare champion for AELP.

"Her role has brought her



into contact with ministers and senior departmental and agency officials and we are hugely grateful for her contribution both as an influencer of policy to help support the career prospects of young people and as an innovative provider."

Stewart Segal, AELP chief executive, said: "My congratulations to the new members of the board.

"We are implementing a new business plan to take AELP forward and I am delighted that we have a board which can provide valuable strategic direction to help realise the opportunities which undoubtedly exist for our members. I look forward very much to working with the board and AELP's team to achieve our objectives over the next 12 months."

If you want to let us know of any new faces at the top of your college or training provider, please let us know by emailing news@feweek.co.uk

Jobs



PERFORMANCE DRIVEN,
VALUES DEFINED ...



...your opportunity to play a leading role at Chesterfield College!

Big changes are underway at Chesterfield College. Already, we are a strong college with a turnover of £38 million and over 10,000 students. Our relationship with our communities and employers is evolving progressively into a pattern which is sector-leading.

Having led the College through a successful two-year transitional period, the current Principal & Chief Executive has announced his retirement. We are now looking to recruit an innovative and passionate new leader who will, with the support of a very informed and enthusiastic Governing Body, lead and develop the College to reach its mission of being Outstanding by 2015.

We are strengthened in our pursuit of excellence by commitment to our core values, which put the learner first; sustain and develop inclusivity; prioritise openness, honesty and integrity; commit to mutual support and recognise the importance of searching for continuous improvement and innovation.

Principal & Chief Executive | Salary: c.£140k

Our new Principal & Chief Executive will provide strategic leadership and inspiration to the whole College. They will work closely with the Corporation Board in ensuring that our outward-facing Mission and Vision are fully understood by stakeholders and that we maximise opportunities for partnership and an enhanced profile in and around Chesterfield. Outstanding leadership of the Senior Management Team is expected, as is the capacity to communicate with and motivate the whole college community.

We are working with **Protocol's** College Leadership Services on this important appointment.

Please contact Helen Anderson for an application pack: handerson@collegeleadership.co.uk or 0115 911 1117, or visit www.collegeleadership.co.uk/current_appointments.asp for further information about this post.

Protocol Excellence in FE

The closing date for this post is **12pm on Monday 7th April 2014**. Interviews will be held on **Tuesday 29th** and **Wednesday 30th April 2014**.

SOP 113023
Job title: Hub Co-ordinator (Speaking English with Confidence)
Client: City of London
Department: Community and Children's Services
Location: Various locations in London, although some local travel will be necessary
Salary: £31,160 p.a. inclusive
12 month fixed term contract



Being able to communicate clearly and easily with your neighbours is something we take for granted, but for thousands of people living in our capital city, it's a daily struggle.

The Roles
Speaking English With Confidence (SpEC) is a dynamic new venture being funded by the City of London with the aim of helping these people practice and improve their English. With up to 100 SpEC language clubs being set up all over London, each one being run by trained volunteers, it's a big job that needs careful organisation. That's where you come in. Two delivery hubs are being set up, and we need two people to co-ordinate the delivery of the programme and volunteer training. Think you're up to the challenge? Then read on!

You'll be responsible for ensuring all our volunteers are equipped with the necessary skills to be efficient and knowledgeable group leaders. You'll also be working closely with partner organisations and representatives from our priority local organisations. As this is a very hands-on role, you'll occasionally pop in to see the clubs in action, making sure the groups are progressing well, and you'll be working closely with the communities – both in assisting the volunteers and promoting the programme through libraries and places of worship.

Your Experience
With excellent communication skills, you'll hold a certificate in Teaching English to Speakers of Other Languages (CELTA) or Preparing to Teach in the Lifelong Learning Sector (PTLLS) – or an equivalent

qualification. You'll ideally have experience of teaching and working in a community, and will have understanding of local and national ESOL issues. Your ability to prioritise your workload will be as essential as your flexibility – this isn't a role for someone who wants to work solely in an office environment!

This exciting and diverse opportunity will suit a confident leader. A decision-maker, you'll enjoy solving problems and will relish the chance to interpret complex data and share your findings and professional knowledge. An interest in local and national government will make you stand out from the crowd, as will your ability to build relationships with key political stakeholders.

It's these essential skills that will be examined when we're recruiting, so please give examples of how you have exhibited these behaviours in previous roles. We're bringing communities together. Join us and help London's inhabitants get talking.

Closing Date 12 Noon on 31 March 2014

Interviews scheduled for 4 April 2014

Please do not send your cv

To apply online, please visit www.cityoflondon.gov.uk/jobs

Alternatively, please contact **020 7332 3978** (24hr answerphone) quoting reference CCS254. A mincom service for the hearing impaired is available on **020 7332 3732**.

*The City of London Corporation is committed to Equal Opportunities and welcomes applications from all sections of the community.
The City of London Corporation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.*

Lancaster & Morecambe College

Lancaster & Morecambe College is seeking to appoint two outstanding leaders to its Senior Management Team, following the promotion of a senior postholder to a principal's post. You may have aspirations to become a future principal, or wish to develop your career and contribute strategically in a high performing, financially outstanding vocational college situated in an area of outstanding natural beauty, where the quality of life provides the perfect balance to the hard work and commitment required to succeed in these key posts.

Director of Business Development

Salary £50,000 per annum, 37 hours per week
You will have current experience and success in business development and marketing in an FE or commercial environment. Highly motivated and a team player, you will provide the leadership to drive and grow our employer responsive provision, to develop our external partnerships and to raise the College's profile locally, regionally and nationally whilst securing its brand and reputation.

Job Ref: MS 727

Director of Quality and Support Service

Salary £50,000 per annum, 37 hours per week
You will lead our quality improvement strategy and our Student Services team to ensure the College's provision continues to be significantly above national averages; you will have experience at a senior level in an education environment in the leadership and management of teaching, learning and assessment and evidence of significant improvements deriving from this.

Job Ref: MS 728

Closing Date for both posts: Friday 28th March, 2014
Interviews: MS 727 on Thursday 24th April & MS 728 on Friday 25th April 2014

For more information and to apply please visit: www.lmc.ac.uk (various formats available). We prefer to email job packs, however if you require one by post, please phone 01524 521507/ email jobs@lmc.ac.uk. All posts are subject to a DBS Disclosure in line with our policy of safeguarding and promoting the welfare of learners.



www.exe-coll.ac.uk

Exeter College is a large, thriving and growing tertiary college which places teaching, learning and student success as our top priority. We enjoy an excellent regional reputation. The College was judged as outstanding by Ofsted in a private "no notice" inspection in 2012, and again in a public inspection in 2014. In recent years the College has won a number of prestigious awards, including featuring twice in the Sunday Times "Best Places to Work" surveys.

We depend upon exceptional people to sustain our outstanding performance and therefore offer excellent conditions of employment and extensive professional development to all our staff.

Head of Faculty – Healthcare, Childcare and Public Services
£44,223 - £49,121 per annum

The faculty comprises a range of courses from those for 14-16 year olds, fulltime 16-19 programmes, work based provision, HE and courses and training for employers within the sector. The provision has recently been recognised as Outstanding, by Ofsted, is growing and continuing to diversify. The team are passionate about delivering exceptional teaching and learning, which provides the very best progression opportunities for the learners.

The faculty is set to embark on a new phase in its development. The focus is to further match our learning offer to the needs of the sector, continue to improve the quality of the teaching and learning and to achieve recognition through the successes of our learners. Your links with the sector will be critical to the continued development of both work based delivery and full cost work.

You will be creative, inspirational and driven to provide the very best learning and training. You will also need to have the potential to become a great leader and manager of the faculty and able to contribute to this high performing college. For further details and an application form please visit our website www.exe-coll.ac.uk. We do not accept CVs or late applications, no agencies please.

Closing date: Noon, Wednesday 19th March 2014
Interview date: Thursday 27th March 2014



exeter college

Principal & Chief Executive

Salary c.£110,000, full-time, permanent
Appointment for 1st September 2014



Chelmsford College is a good college that aspires to excellence. We have seen continued improvements to outcomes for learners and strong growth in recent years, enabling significant investments to be made in our estate and facilities and the creation of modern and innovative learning environments.

We are looking for a passionate and dynamic leader to continue our drive towards excellence. With a dedicated board of governors, professional and enthusiastic staff and a clear vision for the future, we have a solid foundation to build upon.

As Principal and Chief Executive, you will lead our ambitious strategy to become an outstanding provider of education and training and to develop a reputation for excellence within the local community. With extensive knowledge of the FE environment and experience as a senior manager, you will need to be an inspirational leader with strong partnership and entrepreneurial skills.

To arrange an informal discussion with either our Chair of Governors, Janice Maclean, or current Principal, David Law, please contact Jo Saward on 01245 293002.

Closing date for applications 9am Friday 28 March 2014.
Interview dates: Wednesday 23 and Thursday 24 April 2014.

For an application pack and further information about Chelmsford College, please visit website: www.chelmsford.ac.uk/principal or contact Mike Tadman, Director of Human Resources on 01245 293071 or email: mike.tadman@chelmsford.ac.uk



scan for website link

The successful candidate will be expected to undertake an enhanced DBS check.

Chelmsford College is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.



Outstanding opportunities in Saudi Arabia

Connecting learners to world class training and opening the door to a successful future...

Lincoln College is proud to be associated with the Kingdom of Saudi Arabia (KSA) to support Colleges of Excellence with its ambitious and exciting plans to deliver world class vocational training across the Kingdom for many years to come. Lincoln College is, without doubt, one of the most stable, high-performing and extraordinary Further Education colleges in the UK and is delighted to have been chosen to deliver our hard-earned best practice to Saudi nationals in KSA.

Working in partnership with Lincoln College, Protocol are seeking to recruit a broad range of talented, inspirational and innovative individuals. Located in three brand new purpose built colleges in the areas of Al Aflaj and Al Muzahmiya, these individuals will provide inspirational leadership and high quality teaching, echoing the UK ethos of Lincoln College. These posts represent unique opportunities for those with significant experience of the education sector to transfer and develop their skills and experiences by living and working in a new organisation, culture and country.

Leadership Roles

All positions are offered a tax free salary.

We are looking to recruit the following leaders:

Dean (3 posts: 2 male, 1 female)

Salary: up to £120k

Vice Dean (3 posts: 2 male, 1 female)

Salary: up to £80k

Director of Finance (1 post: male or female)

Salary: up to £70k

Director of Curriculum & Quality (1 post: male or female)

Salary: up to £70k

Director of Facilities & Estates (1 post: male or female)

Salary: up to £70k

Director of IT (1 post: male or female)

Salary: up to £70k

If you are interested in finding out more about these exciting opportunities and would like to request an application pack, please contact our dedicated international senior executive recruitment team at execrecruitment@protocol.co.uk. Or visit www.protocol.co.uk/ksa.

Closing Date: 12noon on Monday 7th April 2014.



Lecturing Roles

All positions are offered a tax free salary of up to £35,000.

We are looking to recruit up to 100 lecturing staff to deliver English as a Foreign Language (EFL).

If English is not your native language, you must hold a recent IELTS 7.5 certificate and be able to provide evidence of this at the application stage.

If you are interested in hearing more about these exciting opportunities, please apply with your CV and covering letter outlining your skills, experience and qualifications to SaudiEFL@Protocol.co.uk.

You will then be sent a short form to complete and, if successful, you will be invited to attend an assessment and awareness event in **March or April 2014**.

All leadership and lecturing staff will be eligible to receive a significant benefits package in addition to their basic salary. The benefits package includes:

- Annual bonus
- Fully furnished accommodation
- Healthcare
- Annual return flight allowance
- Relocation allowance
- Transportation allowance
- 35 days Annual leave
- Visas, Work and Residency Permits
- Extensive Orientation & Language Training
- Subsidised social activities
- Continued Professional Development

These new colleges will open in September 2014 and will give successful candidates the opportunity to be at the forefront of an exciting new partnership between Colleges of Excellence and Lincoln College. We will establish and operate these three new colleges to deliver a first class, 'outstanding' package of education and vocational training.



Protocol

Excellence in FE



ENGLISH AND MATHS JOBS

FROM MARCH UNTIL THE END OF AUGUST. FE WEEK ARE OFFERING FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO



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HANNAH SMITH ON

Hannah.smith@feweek.co.uk or 020 81234 778



LECTURER IN GCSE ENGLISH: R000164 £18,429 - £33,323 per annum

We require a lecturer to deliver GCSE English to plan and deliver GCSE English and carry out the tasks detailed, efficiently and effectively, within the curriculum/ programme delivery areas, under the direction of the Head of School.

About the College

Tresham is a highly successful Further Education College in Northamptonshire with an ambitious vision to diversify and seize potential opportunities within the wider education sector. With their brand new campus in Corby, which opened in September 2011, along with their key sites in Kettering, Wellingborough and Silverstone, the future looks bright.

Overview of the post:

Candidates should hold a Degree (or equivalent) in English and hold, or be willing to work towards, a Certificate in Education (or equivalent). You will have proven experience and positive track record in the field of GCSE/Functional Skills in the FE Sector and have the ability to teach across a range of ages (including adult/evening classes). You should be able to demonstrate knowledge of Equality and Diversity and have an understanding of Child and Vulnerable Adult Protection (Safeguarding Agenda) and the willingness to increase knowledge. A self-starter, well-motivated and enthusiastic, you will have good communication skills, be forward thinking, responsive to change and innovative.

Interviews will be held on: Friday 4th April 2014
Closing date for applications: Thursday 27th March 2014

We only accept on-line applications, which are available via our website at www.tresham.ac.uk, although in exceptional circumstances alternative arrangements can be discussed by contacting 01536 413167. If you have any queries about our vacancies, please email recruitment@tresham.ac.uk.

www.tresham.ac.uk



71, Cockton Hill Road
Bishop Auckland
County Durham
DL14 6HS

Telephone – 01388 604004
E mail: info@jandktraining.co.uk
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BASIC SALARY UP TO £24K PLUS PENSION AND BENEFITS Location – North East Region

Due to increased demand for Functional Skills and delivery of pre-employment training programmes, the following opportunities have arisen in the North East for:

Full-time Functional Skills Tutors

Successful candidates must be able to deliver maths and English programmes ranging from Entry 1 through to Level 2 and should hold literacy and /or numeracy subject specialist qualifications at levels 4 or 5. Additionally, experience of delivering pre-employment support programmes would be preferable.

Applicants need to have their own transport as travel throughout the region will be essential.

To apply, send your CV and a covering letter to info@jandktraining.co.uk or by post to the address above.

Alternatively, if you would like further information please call Ann Johnson on Tel: 07919215957 or Paul Kelly on Tel: 07508864987.

Closing date – Friday 31st March 2014

J and K Training Ltd are committed to the principles of equal opportunities in employment and training. We strive to ensure equality of access to all training and employment opportunities.

www.jandktraining.co.uk

Work based Tutors in English and Maths



North West Salary £22,562 - £37,134

As one of the largest and most successful further education colleges in Europe, The Manchester College provides education and training to a wide range of learners and clients across the City of Manchester and beyond. The mission of the college is to deliver a high quality, inclusive and comprehensive curriculum, in an accessible and flexible way.

The Manchester College is based at many sites across the city: from Moston and Harpurhey in the North to Wythenshawe and West Didsbury in the South, as well as several locations in the city centre. Each site has its own specialist, cutting edge facilities and resources within a friendly and supportive atmosphere.

We currently have opportunities available for worked based Tutors in English, Maths & ICT to work within our apprenticeship unit.

Candidates for these roles must have a teaching qualification and subject specialist qualification at Level 4 (Level 5 – new standards) for English or maths; qualified to a minimum of Level 2 for English and maths and an a Level 2 ICT qualification is desirable.

Working at one of our many sites across the city or at employers' premises, successful candidates must have the ability to establish appropriate relationships with all students, a creative approach to teaching and curriculum planning and great organisational and administrative skills!

Within the role you will support assessors and vocational tutors with the integration of functional skills and sharing of best practice, undertake tutorial reviews, either on a one on one basis or as a group and assist with recruitment by interviewing, enrolling and inducting students. You would be expected to carry out the necessary administration related to the teaching programme, undertaking duties associated with the design and development of teaching materials and learning resources while also participating in the extra-curricular activities of the department.

You will be expected to work flexibly in line with the requirements of the post.

Closing date for applications: 26th March 2014

Applicants can apply by visiting
<http://careers.themanchestercollege.ac.uk/Jobs/VacancyDetailTMC/10532>

The Manchester College is an equal opportunities employer welcoming applications from all sections of the community. All applicants must demonstrate in their application their ability to meet the Key Responsibilities, Key Result Areas and Qualifications/Skills/Experience detailed within the role profile for shortlisting purposes.

Please note that we will request a Disclosure & Barring Service (DBS) check for the successful candidate for this post.



TEACHER OF MATHEMATICS

Variable Hours Contract (within the range 0.819 – 1 fte)
Permanent, To start 26 August 2014
£21,469 - £36,642 pro rata (including PSP)

We are seeking to appoint a successful Mathematics Teacher with experience of delivering good and outstanding lessons, and able to motivate and inspire students to reach their potential and exceed their aspirations.

You will be a responsible for delivering AS/A2 courses to Mathematics students by providing excellent learning opportunities and effective and enthusiastic teaching. In addition you will be involved in curriculum planning and development, and support the Curriculum Manager in ensuring continuous quality improvement within the subject.

With a full teaching qualification and expertise in the area of Mathematics, you will have a passion for the subject, proven success of delivery on Level 3 programmes and also be a team player.

The College is committed to the Children's Act and all successful appointments will be subject to Barred List (formerly List 99) and DBS (formerly CRB) clearance.

This vacancy is only open to candidates who are eligible/have the right to work in the UK. Original documentation will be required as evidence.

Unfortunately, we do not accept CV's. To apply for this vacancy please follow this link www.hirewire.co.uk/FE/1053050/THW_JobBoard.aspx, visit our website bilborough.ac.uk (towards the bottom of the home page 'Other Links', 'Job Vacancies'), email personnel@bilborough.ac.uk, or call 0115 851 5861.

Closing date: Friday 28 March 2014.

Interviews will be held on Wednesday 23 April 2014.

A FUTURE LESS ORDINARY



The following exciting opportunities are available now at Great Yarmouth College:

LECTURER IN ENGLISH LANGUAGE FOR ADULT LEARNERS

Ref: GYC/Eng/01/14
Salary: £18.94 per hour
Hours: Sessional

The successful candidate will ideally hold a teaching qualification or be committed to obtaining such a qualification and possess a degree, preferably in English Language. You will also have experience of teaching English across different levels.

The key purpose of this role is to deliver high quality teaching and learning to a high standard in English Language and support all learners in achieving their potential by taking a pro-active, enthusiastic and flexible approach.

LECTURER IN MATHS FOR ADULT LEARNERS

Ref: GYC/Maths/01/14
Salary: £18.94 per hour
Hours: Sessional

The successful candidate will ideally hold a teaching qualification or be committed to obtaining such a qualification and possess a degree, preferably in Maths. You will also have experience of teaching Maths across difference levels.

The key purpose of this role is to deliver high quality teaching and learning to a high standard in Maths and support all learners in achieving their potential by taking a pro-active, enthusiastic and flexible approach.

If you wish to be considered for these and other vacancies, please visit our website www.gyc.ac.uk/about-us/vacancies to complete and submit your application form.

If you require any additional information, please email: hr@gyc.ac.uk quoting the reference number.

Closing date: 28th March 2014



Wigan & Leigh College's Sixth Form Centre - Leigh offers a range of academic and vocational courses at GCSE, A Level and BTEC level. Our learning environment at Leigh Sports Village benefits from excellent links to the wider College as a whole to provide a supportive environment within which to achieve. We have a range of students from age 16 plus who benefit from this focused learning environment.

Wigan & Leigh College Sixth Form Centre are looking for applicants interested in working in this setting with our students to achieve positive outcomes with them.

We are particularly looking for applicants who can deliver in the following areas:

English GCSE and A level English Language, English Literature and Creative Writing

Mathematics at GCSE and A Level

Start Date: August 2014 or sooner

Salaries for teaching posts are based on our two Lecturer grades and there is an opportunity for posts to be appointed to either the Lecturer A or Lecturer B scale, this will be determined through the appointment process.

Salary Details
Full time salaries quoted

Lecturer A points 23-33 £23, 712 to £31, 821
Lecturer B points 33-35 £31, 821 to £33, 753

The College is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced DBS check.

To apply for the role please visit www.wigan-leigh.ac.uk/jobs-vacancies or call 01942 761156
Closing Date: 24 March 2014



ESOL/EFL TUTORS – SAUDI ARABIA

Three new Colleges of Excellence are being established in Saudi Arabia by a collaboration of UK Colleges in partnership with a leading Saudi stakeholder and will be located centrally in the Kingdom. The Colleges of Excellence will open in September 2014, Based in new purpose - built facilities, the Colleges will focus on developing foundation skills with a high priority on the English Language in year one.

The Colleges will offer certificates and diplomas in specialised areas for Saudi high school graduates and will dramatically enhance technical and vocational education and training in Saudi Arabia.

We want to develop a college organisational culture that will encourage innovative, creative teaching and learning whilst minimising administration and are looking to recruit experienced staff that can help us deliver high quality teaching and learning in the following position:

- ESOL and EFL Tutors

You will ideally have:

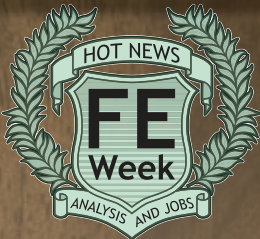
- Proven expertise in further education and a track record of delivery focussed on the student
- A passion for cross- cultural community engagement and the ability to build strong relationships
- Familiarity with Islamic culture – non essential
- Experience of working overseas – non essential

We are offering extremely attractive remuneration packages which include all staff based at one purpose built facility with unrivalled living accommodation excellent broadband and satellite TV.

For further information on the above positions and to find out more please contact Rebecca Reidy on 01462 424332 or email your CV to rreidy@ptts.co.uk

We promote a rigorous culture of safety and will provide training to ensure a healthy and safe workplace.

FREE ADVERTISING



FROM MARCH UNTIL THE END OF AUGUST 2014, FE WEEK ARE OFFERING FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATH TEACHING AND LECTURING ROLES.

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WORTH

£250

Contact Hannah Smith for more info –
Hannah.smith@feweek.co.uk or 020 81234 778

T&C's apply. FE Week reserve the right to honour this offer at any time and for any reason.

FE Week Sudoku challenge

	2			6			5	
7		9	8		5	4		1
3								6
		3	2		6	1		
				5				
		6	1		7	8		
6								2
2		5	3		4	9		7
	3			8				1

Difficulty: **EASY**
How to play:
Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions:
Next week

		6			1			5
			9				1	
3				7				8
2		7			3			
		5	8		9	6		
			2			5		8
	9			8				1
	4				5			
5			1			2		

Difficulty: **MEDIUM**

Last Week's solutions

9	5	6	2	4	1	3	8	7
2	8	4	9	3	7	1	5	6
3	7	1	8	6	5	9	2	4
5	6	8	3	1	4	7	9	2
1	2	3	6	7	9	5	4	8
7	4	9	5	8	2	6	3	1
8	3	2	7	9	6	4	1	5
4	9	7	1	5	8	2	6	3
6	1	5	4	2	3	8	7	9

Difficulty: **EASY**

7	3	2	6	1	5	4	8	9
8	1	5	2	9	4	6	3	7
9	6	4	7	8	3	5	1	2
5	4	1	9	7	2	8	6	3
3	8	7	5	6	1	9	2	4
2	9	6	4	3	8	7	5	1
1	2	9	8	4	6	3	7	5
6	7	3	1	5	9	2	4	8
4	5	8	3	2	7	1	9	6

Difficulty: **MEDIUM**

Spot the difference to WIN an FE Week mug!





Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Nathalie Boyd, assistant management information systems manager at Plumpton College, East Sussex.